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ABSTRACT

Under contract with the United States Office of Education, RMC Research Corporation and its subcontractor, Learning Achievement Corporation, undertook a research and development program aimed at identifying compensatory education projects which had produced reliably measured cognitive achievement benefits in reading and/or arithmetic. Once identified and found acceptable in terms of effectiveness, cost, availability, and replicability criteria, the projects were to be "packaged" in sufficient detail so that they could be easily adopted by other schools. Task 1 of the contract involved defining criteria and validation procedures for the selection of exemplary projects and is the research and development effort. It includes a design for a project model, specifications of the content and media for a Project Information Package (PIP) conforming to the design, and a description of processes which lead to the development of the design and specifications. A design for a project model is a detailed outline delineating what the PIP model itself should contain. The purpose of developing the model design was to establish the media and content of the PIPs and to insure that the type and amount of information to be contained in each PIP model would be uniform, complete, and sufficient to constitute a true blueprint for development of PIPs. (Author/JM)

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RMC Report
UR-241

DESIGN CONSIDERATIONS FOR PACKAGING EFFECTIVE APPROACHES IN COMPENSATORY EDUCATION

Ann McCormick Piestrup

June 1974

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Los Altos, California

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I. INTRODUCTION

Under contract with USOE's Office of Planning, Budgeting and Evaluation, RMC Research Corporation and its subcontractor, Learning Achievement Corporation, undertook a research and development program aimed at identifying compensatory education projects which had produced reliably measured cognitive achievement benefits in reading and/or arithmetic. Once identified and found acceptable in terms of effectiveness, cost, availability, and replicability criteria, the projects were to be "packaged" in sufficient detail so that they could be easily adopted by other schools.

Task I of the contract involved defining criteria and validation procedures for the selection of exemplary projects and is the subject of a separate technical report (Tallmadge & Horst, 1974). This report describes Task II of the research and development effort. It includes a design for a project model, specifications of the content and media for a Project Information Package (PIP) conforming to the design, and a description of the processes which lead to the development of the design and specifications.

II. DESIGN FOR A MODEL

A design for a project model is a detailed outline delineating what the PIP model itself should contain. The purpose of developing the model design was to establish the media and content of the Project Information Packages and to insure that the type and amount of information to be contained in each PIP model would be uniform, complete, and sufficient to constitute a true blueprint for development of Project Information Packages. The design developed gradually as various possible formats for the PIP were considered in relation to the actual compensatory education projects which were candidates for packaging.

Until actual projects were identified it was not clear whether they would be fairly traditional classroom projects with some special intervention, one-to-one interactions between a specialist and a child, entirely programmed computer-managed courses, or some other form of instruction. It was also not clear, in the absence of such information, just what kind of help a new school district would need in order to adopt one of the exemplary approaches. For these reasons, development of a design for the PIP models could not be accomplished until several projects had been analyzed in depth.

Several hundred projects were under review at the time work on the model design was initiated, but the typical level of information contained in available documentation was too sparse to help developers determine how the projects operated, either in their management or their instructional practices. The descriptions generally provided information about grade level served, general approach, special problems dealt with, instructional and testing materials used, and numbers of staff in various categories. From this information it was not possible to determine what the children experienced when they participated in the project, what the teachers' roles were like, how the project fit into the school

district where it operated, and "what made it tick" so that it stood out from many others.

The Project Information Packages were to give sufficient information so that the essential features of a project could be replicated with relatively little variation from the original project, and so that flexible features of a project could be replicated within a definite range of variability. In working toward these objectives, it was necessary to go beyond documented information and to study sample projects in depth to determine their inner workings. Visiting the first project made it clear that while personnel may perform their functions expertly, they are not equally proficient in describing them. Asked what the essential features of a project are, its director, for example, might respond, "the only essential thing is having expert teachers." While such a statement might be true, it was not particularly helpful for analyzing a particular project. Clearly, it would be necessary to know the kind of expertise required, how expert teachers were attracted to the project, how they were selected, and what management factors contributed to their staying. It also would require finding out what difficulties arose in finding and retaining good teachers and how these difficulties were resolved.

Defining the characteristics of the "one essential ingredient" would not, of course, provide a replicating a site with all the information it would need to adopt an exemplary project. It would also be necessary to determine what these expert teachers did once they were hired. Again, project directors were not always conversant with details of the project's operation which fell outside their own managerial role. Staff members at each level were found to be reasonably good at communicating descriptions of their own jobs, but were not necessarily articulate about the roles of others and the interactions required to make the total project function. For this reason, the process of analyzing successful projects took a large amount of questioning and observation.

The developers were aware that earlier attempts to bring about the replication of effective educational practices had been only marginally successful. Among the reasons for this disappointing state of affairs are the following:

1. Descriptive data of the type usually generated for successful or promising programs are not packaged effectively; most frequently there is a demand for a good deal of dedicated reading on the part of the potential program adopter.
2. When the printed materials are edited down, and even when they are combined with visual aids, they do not communicate the real impact and the presence of the successful or model programs.
3. Prospective program adopters are basically most interested in procuring for their schools the critical two or three elements of a model program that account for most of the model's success. But they are most often presented with a shopping list that suggests neither priority nor ranking for the listed items.
4. Adoption techniques are not usually identified. If a teacher or administrator shows interest in replicating a program, he is given elements of the program without instructions for re-applying those elements to a new setting.

The avoidance of these pitfalls became one of the major considerations in developing the model design.

It was felt that a major improvement over previous attempts would result from the integration of management functions with the instructional paradigms of the projects selected for replication. This approach would contrast markedly with the standard approach which simply described an operating program without consideration of what must be done and by whom in order to install and maintain the program.

Consistent with this "how-to-do-it" orientation, it seemed appro-

priate to try to arrange the materials in some sort of time-based sequence. While the complexity of the projects, and the number of different persons involved in their installation and operation precluded organization based entirely on time phasing, it was at least possible to group the components into planning and implementation groups. As far as possible, components within groups and materials within components were also arranged according to the sequence in which they would be used in the replication process.

Planning Components

The projects selected for packaging had typically operated for several years and had undergone a variety of evolutionary changes. In all cases, it was clear that the original start-up procedures would be less than optimum replication strategies—in some instances, dramatically so. But devising strategies for installing full-blown projects and getting them to operate smoothly the first year posed severe problems as well. It was necessary to invent a planning phase, scheduling events by means of logical inference from known end points. For example, to have personnel, instructional materials, and space available for a laboratory in September, it could be inferred that the activities of hiring teachers and aides, ordering equipment and supplies, and arranging for space with a principal must begin some months in advance of September. These events had further implications. If equipment is ordered, there must be a place to have it delivered; if space is needed in a school, the principal must determine how and where to provide it; if the regular school staff is to be involved, their concurrence and that of the principal must be obtained; and so on. Thus, events had to be identified and a schedule worked out which would be consistent with task interdependencies, lead time requirements, and desired (or required) completion times.

One of the first decisions in developing the model design was that key events, particularly for the planning phase of the project, should be scheduled in a calendar format. The concept was to list tasks in the

calendar which were to be accomplished as close to when they were scheduled as possible. How they were done was to be left variable. Support documents with descriptions of how the original project accomplished the task, internal memos that showed the style of management, alternatives for dealing with difficulties, and other practical suggestions were to be referenced in the calendar. Events were to be blocked by weeks so the director could fill in the actual event, such as a meeting with his or her principal, on the day it was to occur. The directory was also to summarize the tasks for each month in a checklist format to emphasize the importance of accomplishing them as nearly as possible to the scheduled time. The directory was also to provide budget updating summaries for each month for the director to fill in. This key component was named the Project Management Directory.

The first few weeks of the replication process pose special problems in the areas of orientation and public relations. A Starter Set: Planning component was therefore called for to give the new project director multi-media materials to use in presenting the project and in gaining support of parents, teachers, principals and school boards. The purpose of this Starter Set itself is to explain the key features of the project briefly for a general audience and in some depth for the project director so that he or she would be able to conduct subsequent briefings and answer questions on the project.

Brief one-page handouts and illustrated brochures were also specified for the project difector to use in public relations as part of the Starter Set: Planning. In the course of the project, the director and staff would probably develop their own brochures and notices to send home, but again, the PIP model was designed to accelerate the start-up process by calling for materials the new staff would need in a format designed for immediate use.

Project Management Displays were also called for in the model design to serve a public relations and information function. They were to be

designed to attract attention to the existence of the project and to elicit questions or interest concerning it. They also were to summarize the key tasks to be performed and the components to be used in performing them.

Specifications for a final planning component, the Staff Qualifications and Preparation Set, were drawn up to assist project directors in hiring the kinds of personnel needed to implement specific projects and in providing training and training mechanisms for project teachers and aides. Because major differences were found between projects with respect to the relative emphasis placed on hiring as opposed to training (the more highly structured projects tended to rely on the hiring of existing expertise), two separate sub-components were called for—one relevant to selection and one to training. The model specification was drawn in such a way as to suggest that the two sub-components should be equally detailed. Substantial variations from these specifications are to be expected, however, especially with respect to the de-emphasized sub-component.

In the training area, the model design did not call for the development and/or mediation of actual instructional materials. Rather, it specified that training programs be defined. The assumption was that project directors would possess, could acquire, or could hire outside experts to provide the required subject matter expertise.

These four components were designed to provide all that would be needed to plan a project from the time a district decided to adopt it until it began to operate in the schools. Most of the operational directions were to be contained in the Project Management Directory but other components were to provide further information and mediation of the project designed to facilitate smooth and efficient introduction of the project into replicating districts.

Implementation Components

Project implementation components are those related to instruction,

including teacher orientation, classroom management, working with professional associates, and purchasing of materials for instruction. First, it was decided that the teachers and aides should be provided with an introductory component analogous to the Starter Set for the project director. The design assumed, however, that teachers would have been briefed on the project at the time they were hired and would have gone through in-service training before using the Starter Set: Implementation. This component was created to provide extra help in the early weeks of instruction in the new project. The design calls for materials for decorating the classroom, a detailed calendar for the first two weeks of school, and descriptions of how to begin each new activity, whether it is testing or using special equipment.

Specifications for this component changed considerably in the course of model development. At first, the intent was to provide a detailed lesson plan for the first few hours or days of instruction. It was later learned, however, that most projects selected for packaging were unlike traditional classrooms where teachers would be facing thirty new faces the day after Labor Day. Working groups were typically small, the first few weeks were generally devoted to testing, and neither teachers nor children were faced with an abrupt beginning or all-day, large-group interaction.

Despite these mitigating factors, it did seem important to provide information and some materials on duplicating whatever environmental conditions the project director considered essential for motivating children from the start. Again, the essential idea was to enable new staff to create an attractive environment appropriate for the region where the project was to be replicated, not to package the particular bulletin boards or decorations used at the originating site. This component was intended to provide a place for including some actual materials for teachers to use but these were to be modified so as to be useful in a variety of contexts other than that for which they were originally designed. It was also to draw from the ideas of originating teachers on how to make devices useful in the laboratory setting—how

to make study carrels, how to make bright, round tables out of old desks, and the like. The idea was not only to share these ideas but also to encourage new teachers to approach the project with inventiveness and commitment similar to that of the originating teachers.

The Classroom Management Directory was designed to correspond to the director's calendar in format and purpose. Calendar entries were to indicate the sequence of events and to remind teachers to perform key tasks throughout the year. Some tasks, such as scheduling time for children to be released by regular teachers are continuous over several days or weeks; these were to be indicated with arrows showing the duration of the activity; others, such as pretesting, need to be performed on a certain day. The Classroom Management Directory also was to include monthly task summaries in a checklist format, budget records, and supplementary sections explaining alternative strategies for accomplishing tasks and anticipating problems. The practical details of operating an instructional system were to be described in this component, with information drawn from the people who successfully taught in the original project.

The components described thus far have dealt with how the program should be set up and operated. It was also considered extremely important to describe the project from the child's viewpoint, and the Student Relationships Album was designed to fill this need. The roles of each staff member in relation to the child were to be named and described in this component and events illustrating the role were to be presented so as to convey the "flavor" of the project from the child's viewpoint.

It was intended that this component deal with the difficult areas of attitude change, self-concept development, fostering achievement orientation, and eliminating prejudice. A holistic, descriptive approach with photographs and critical incidents was specified to mediate the information in this component.

The Professional Relationships Guide was called for as an attempt

to anticipate and prevent conflicts which occurred at the originating site and to suggest ways of forming good working relationships in the new project. One means of accomplishing this objective was thought to be clearly defining the roles and responsibilities of project and non-project staff in relation to one another. Although describing what should occur clearly does not assure that it will occur, it was felt that describing problems and conflicts which arose at the originating sites together with strategies for avoiding or coping with them would be a potentially fruitful device.

The last component in the model design is the Hardware/Software Packet. Because many of the selected projects depended heavily on use of commercial materials for instruction, it was clearly important to provide information on core materials as well as other instructional aids and devices from which additional selections should be made. Consideration was given to providing a large catalogue referencing materials for each project. It was later decided, however, that using the brochures produced by the publishers themsleves would be more effective in terms of cost and visual appeal. It was not intended that the PIP endorse products other than those considered essential for the success of particular projects, but if teachers at the originating site found a particular item more effective than others, their comments were to be included on information sheets. In addition, space was to be provided for recording information on new products along with a list of publishers of educational materials.

The component configuration just described did not spring full-blown from the heads of the PIP development team. Rather it evolved after a number of alternatives were proposed, tried out with a prototype project, analyzed for usefulness and clarity, and revised. Specifications for the nine components were finalized about the same time as the first package was completed. The content and purpose of each component is summarized in Table 1. The model design itself is presented in Appendix A. Both the design and the model itself make occasional references to documents not included here.

TABLE 1

PROJECT INFORMATION PACKAGE COMPONENT SUMMARIES

Component	Purpose	Contents
1 STARTER SET: PLANNING	For project director: Provides orientation to project as it will be Provides public relations materials on project and package Provides introduction to package (and director's role in project) For school boards, principals, regular school staff, potential project staff, parents: Provides information and elicits support	Filmstrip with cassette tape Handout brochure Project director's orientation booklet (with cassette tape for some projects) Viewfoils
2 PROJECT MANAGEMENT DIRECTORY	For project management personnel (project director, assistant director, principal, etc., as applicable): Provides detailed guidelines and support materials needed to plan and implement (operate) the project	Project Management Calendar Supplementary sections on the major management tasks
3 PROJECT MANAGEMENT DISPLAYS	For project director and visitors: Provides time schedule overview Summarizes component use Displays component use and time schedule to visitors	Major Management Tasks Chart Project Information Package Use Displays

TABLE 1 (Continued)

Component	Purpose	Contents
4 STAFF QUALIFICATIONS AND PREPARATION SET	For director: Provides personnel selection guidelines For staff: Provides self-evaluation and self-training materials	Staff Qualifications Checklist In-service Training Topics
5 STARTER SET: IMPLEMENTATION	For project classroom personnel: Helps in starting each type of activity (testing, teaching, other) including setting up environment for the first time	Implementation Starter Booklet Original Art File
6 CLASSROOM MANAGEMENT DIRECTORY	For project classroom personnel: Provides detailed guidelines for all classroom procedures Provides model (samples of materials needed for administration of the project, record forms, letters and notices, etc.)	Teaching Staff Guide (e.g., a calendar and support materials)

TABLE 1 (Continued)

Component	Purpose	Contents
7 STUDENT RELATIONSHIPS ALBUM	For project staff interacting with children: Conveys the project environment, from the child's viewpoint, which staff is expected to create, eg, How he should perceive staff What learning climate he should experience (e.g., high pressure, self-directed, etc.) Distinguishes roles of different staff members in creating environment Describes desired student responses (e.g., confident, competent, happy, eager) and gives specific instances	Album
8 PROFESSIONAL RELATIONSHIPS GUIDE	For all project staff (plus principal): Defines roles in relation to all school staff (project and non-project) with whom each project member interacts Anticipates and reduces staff conflicts	Guide Booklet
9 HARDWARE/ SOFTWARE PACKET	For project director and teaching staff: Aids in selection and ordering of commercial hardware/software Provides description, source, and features of core and supplementary items For teaching staff: Conveys experience of original project staff plus modifications (if any)	Factsheets and manufacturers' brochures for core items Supplementary materials list with publishers' addresses, available factsheets, and brochures

III. MODEL DEVELOPMENT

The model design provided basic guidance for developing project models. The models, in turn, served as design specifications for the Project Information Packages. As such, they were carefully detailed documents which described the exact content, the method of presentation, and the form of mediation for each component and subcomponent of each PIP.

All models were developed in accordance with the model design and thus bore at least superficial resemblance to one another. The similarity, however, did not extend beyond organization and format. The content of the models differed greatly and reflected, of course, the differences which existed among the projects selected for packaging.

It was even necessary, in some instances, to deviate somewhat from the model design. In one model, for example, the role of the school principal was critical while the roles of the actual instructional personnel were entirely "programmed." There was no need for a Classroom Management Directory (Component 6) whatsoever, and it was replaced with a Principal's Management Directory which was quite different in content and format from the specifications of the model design. This same model also called for the inclusion of some self-instructional training materials in the Student Relationships Album—another departure from the model design.

The development of models for specific projects involved a great deal of information gathering. All available documentation was reviewed and, once projects were finally selected, site visits were conducted. Four to six man-days were typically devoted to site visitation although two projects involved substantially more time. Follow-up telephone contact was often required to clarify specific points as the models were developed.

A sample project model is presented in Appendix B. This model

was prepared as a blueprint for packaging Project Conquest in East St. Louis, Illinois. The model consists of an outline of the content of each PIP component, naming the media to be used, and, in certain cases, giving the actual wording to be used in the PIP materials.

The model was intended to be used in conjunction with a prototype PIP. This prototype was the first package developed, and provided sample formats for all items in the model. For example, where calendar content is indicated in the model, the exact spacing, typeface, and position of photographs are assumed to be those established in the prototype package calendar. The model then, along with the prototype PIP, forms a complete set of specifications for both content and format of a Project Information Package.

Appendix A

PROJECT INFORMATION PACKAGE

MODEL DESIGN

This model design is intended to constitute a set of guidelines for writing a Project Information Package model. The model design specifies, for each part of each component (booklet, calendar, set of materials, tape, filmstrip, etc.), the information about content and format that is to be included in each Project Information Package model. A model consists of the set of lists, specifications, and other information called for in this design, plus the standard formats for the various components.

1. STARTER SET: PLANNING

Filmstrip with Cassette Tape

Overview of project and package for general use—director, staff, P.T.A., etc.

- Description of context of validation site, brief and general (to be conveyed in about three slides). Includes:

  Children served (age, general indication of ethnic group/ SES, neighborhood)

  General community (citywide) characteristics

  Facilities (school buildings)

- Evidence of success (script only; one line)

- List of main points of method/approach (major section of filmstrip), e.g.:

  Type of project (clinic, tutoring)

  Time spent

  Pupil-teacher ratio

  Types of materials/equipment used

  Method of diagnosis, etc.

Handout Brochure

For general audience

- List of modifications, if any, to standard section describing package for all eight projects

- Distinguishing features of project (approximately 7 points)

Project Director's Orientation Booklet

With cassette tape (if required)

- Modifications, if any, to standard component-purpose-contents table

- Key implementation considerations emphasizing initial tasks; (brief narrative or list giving most important and difficult tasks confronting project director)

- Evidence of success of originating project (Dissemination Review Panel, Form B)

- Indication, for each key task, of components that will help project director accomplish that task, with indication of appropriate pages from each component

- Specification of purpose and contents of tape (if any)

2. PROJECT MANAGEMENT DIRECTORY

Project Management Calendar

- Sequenced list of activities to be included in the calendar (by month)

Supplementary sections on major management tasks

- List of essential support documents to be included (grouped into sections), with each document keyed to the appropriate calendar item and with source of each document specified (project material, RMC written, etc.). Examples of sections are:

    1. Principal's Briefing Sheet
    2. Sample Lab Floor Plan
    3. Briefing Sheet for Regular Classroom Teachers
    4. Staff Recruitment
    5. Budgetary Concerns
    6. Materials Survey Checklist
    7. Identification of Participants and Evaluation
    8. In-service Training
    9. Parent Advisory Board
    10. Trouble Shooting
    11. Materials Orders
    12. Lead Teacher Meetings
    13. Summer Experimentation Program
    14. Teacher Evaluation

3. PROJECT MANAGEMENT DISPLAYS

Major Management Tasks Chart

- Complete specification (including wording) of categories and items

Component Use Display

- For each component, specification of:

Time used (months)

Purpose (exact wording)

User (project director or teaching staff)

4. STAFF QUALIFICATIONS AND PREPARATION SET

Staff Qualifications Checklist

- Brief narrative summary of qualifications
- List of all qualification points to be included for each type of staff member

In-service Training Topics

- Brief narrative description of training
- List of the specific training areas to be included

5. STARTER SET: IMPLEMENTATION

Implementation Starter Booklet

- List of areas (testing, teaching, etc.) for which starter materials are needed
- For each area, a list of the materials, etc. to be included

Original Art File

- List of specific items recommended for inclusion

6. CLASSROOM MANAGEMENT DIRECTORY

Teaching Staff Guide

- Brief overview indicating general content and defining format of guide (daily calendar or other)
- List of illustrative items to include in guide
- List of support materials, forms, etc.
- Outline of reporting form content, if any

7. STUDENT RELATIONSHIPS ALBUM

Album

- List of roles of staff members with associated behaviors which impinge on project children
- List of student roles (responses) relating to learning content and motivation

8. PROFESSIONAL RELATIONSHIPS GUIDE

Guide Booklet

- List of role descriptions for each type of person (principal, project teacher, etc.) associated with the project
- Matrix with a row and column for each type of person associated with the project. "Xs" indicate cells where interactions should be discussed; case studies should be included where appropriate

9. HARDWARE/SOFTWARE PACKET

Factsheets and manufacturers' brochures for core items

- List of core instructional materials and equipment (i.e., those which the replicating project should purchase)
- List of items on which teacher modifications should be described

Supplementary materials list with publishers' addresses

- Reference to requisitions, card file, or other source of materials used in the project
- Indication of approximate number of items to include in list

MODEL

PROJECT CONQUEST

1. STARTER SET: PLANNING

Filmstrip with Cassette Tape

Overview of project and package for general use—director, staff, P.T.A., etc.

- Description of context of validation site, brief and general (to be conveyed in 3-5 slides)

(1) Brief history of project:

Beginning with one reading clinic which provided diagnosis and remediation to one hundred pupils in 1965-66, the program has grown to include nineteen reading rooms and reading clinic centers serving 992 children.

(2) Children served:

Grades 1 (repeaters) through 6

70% Black

From severely depressed, metropolitan neighborhoods

(3) General community characteristics:

Across the Mississippi River from St. Louis (include photograph of arch)

Industries have left, leaving an oversupply of unskilled labor. There is 20% unemployment in the city and 30% unemployment in the area served by the project.

In 1970, 51% of the East St. Louis population earned under $3,000 per year.

In some target schools, up to 98% of families are welfare recipients.

(4) Facilities:

Project operates from a storefront which serves as a training center, administrative headquarters, and clinic.

Some of the school buildings where the project is implemented are over 50 years old.

Temporary classrooms have been added at some schools to serve project children.

Some clinics serve several schools.

(5) Staff description:

Clinicians are experienced reading teachers.

Aides have college experience.

Clinicians and aides are committed to working with disadvantaged children.

Ninety percent of the supervisory, clinical, and support staff members are Black.

- Evidence of success

Careful examination of test scores showed that Project Conquest students made statistically and educationally significant achievement gains in reading. These gains exceeded the expected gains for non-participants by an amount which moved them substantially closer to the national norm.

- List of main points of method/approach (major section of filmstrip)

(1) Type of project:

Clinic: extensive testing; highly individualized instruction; medical screening.

(2) Time spent:

Five 50-minute periods daily (except for weekly Friday afternoon in-service sessions)

(3) Pupil-teacher ratio:

6 to 1

(4) Types of materials/equipment used—procedures:

Extensive materials, different from homebase classroom:

10 minutes programmed reading, e.g., Sullivan Basal Reading Program

10 minutes using Webster Classroom Reading Clinic, e.g., Dr. Spello

10 minutes comprehension, e.g., Barnell-Loft, "Getting the Facts"

5 minutes on vocabulary, e.g., Conquests in Reading

10 minutes oral reading, e.g., Dr. Seuss

Teaching machines, e.g., Singer Auto-Vance II

(5) Method of diagnosis:

Fourteen-step diagnostic procedure administered over first 5 weeks. Continual monitoring of progress using diagnostic procedures built into the instructional materials used in the program.

(6) Classroom arrangement:

Six soundproof study carrels are used for each group (except for game day).

(7) Instructional procedures:

Materials are selected at a level on which children can succeed.

Work folders are kept for each child to monitor progress.

Children's names are placed on carrels.

Special activities are held on holidays.

- Staff training

(1) Intensive pre-service training emphasizing testing procedures

(2) Half-day in-service training every Friday on general topics.

- Director's role

Director's role includes training and close supervision of staff—visiting schools on a regular basis, inspecting records, counseling, observing instruction, checking clinicians, aides, and children's progress.

Handout Brochure

For general audience

- Distinguishing features of project

(1) Children served: grade 1 repeaters to grade 6

(2) Clinic organization: one clinician for each six students. Students work in study carrels and are assisted by aides.

(3) Instructional approach: 14 tests administered to each child at beginning of program to diagnose reading needs. A large selection of materials are used including programmed readers, teaching machines, and games.

(4) Staff description: project-trained and experienced reading teachers and aides who are committed to improving children's reading skills.

Project Director's Orientation Booklet

With cassette tape

- Modifications to standard component-purpose-contents table

  [See Table 1 for standard table]

  (1) In component 1, Starter Set: Planning

  Contents column -- delete "for some projects"

  (2) In component 4, Staff Qualifications and Preparation Set

  Purpose column -- add underlined portions:

  For Director: Provides personnel selection and training guidelines.

  For Supervising Clinician: Provides materials for conducting in-service training.

  For Nurse: Provides referral forms, description of health services, and suggested procedures for health service support.

  For Counselor: Provides reference to counseling materials, sample schedule, and description of procedures used in group guidance.

Contents column -- add:

Project Director's Training Guide

Nurse's Handbook

Counselor's Handbook

(3) In component 5, Starter Set: Implementation

Contents column -- modify "Implementation Starter Booklet" to read, "Clinic Starter Booklet"

- Brief Project History

[See Dissemination Review Panel, Form B, for project history]

- Key implementation considerations: most important and difficult tasks confronting project director (emphasizing initial tasks)

(1) Obtain authority to set qualifications and to select individual members of project staff.

Problem example. Aide qualifications are likely to be different in the project than those traditionally used in the district. There may be a surplus of teachers in the district who are not suitable for the project.

Orientation Booklet should include sample page from component 4, Staff Qualifications Booklet.

(2) Contact external evaluator. Establish procedures in the schools for conducting the evaluation.

Problem example. It may be necessary to change or make additions to the district testing program in target and control group schools.

Orientation Booklet should include sample page from component 2, supplementary section on evaluation.

(3) Contact principals and school staff to obtain facilities and establish procedures for program operation.

Program example. Principals may be reluctant to provide classroom space in crowded schools or to admit personnel not directly under their supervision.

Orientation Booklet should include sample page from component 2, calendar page for April; also component 8, Guide Booklet page on principals.

(4) Elicit support of professional educators, parents, and general community for program concepts and operations.

Problem example. Parents of participants may resent the implication that the requirement for extra help in reading is equivalent to substandard reading. Some school staff and community people may resist change in traditional modes of school operation. Some professional educators may resist the packaging concept and delineation of replication requirements.

Orientation Booklet should include photograph or sketch of component 1, Filmstrip, Tape, and Brochure.

(5) Plan for training, including internship arrangement with local college, if any. Prepare testing folders. Arrange publishers' demonstrations. Identify consultants.

Problem example. Training involves a major effort on the part of the project director (with the assistance of the supervising clinicians) to standardize testing and instructional procedures.

Orientation Booklet should include sample page from component 4, Project Director's Training Guide; also from In-service Training Topics.

(6) Maintain overall schedule.

Problem example. At the beginning of the project, there is a great deal to accomplish as well as a lot of information to assimilate on the project.

Orientation Booklet should include excerpts from component 3, Major Management Tasks Chart, and other displays.

(7) Monitor clinic activities. Assure that time schedule is followed and procedures are standardized.

Problem example. During initial testing, teachers will have to work many hours at home to complete testing in a reasonable time and to maintain records with the thoroughness required.

Orientation Booklet should include sample pages from component 5, Clinic Starter Booklet; also from component 6, Clinic Management Directory.

(8) Select teachers who will stay with the project.

Problem example. Teachers might come to the district for a year or two then move on to practice law, join the Peace Corps, or teach elsewhere. Selecting teachers committed to staying in an economically blighted area can prove difficult, and this is a problem when there is such a large investment in training.

Orientation Booklet should include sample page from component 4, Staff Qualifications Checklist; also from component 7, Student Relationships Album.

(9) Select and order instructional materials and equipment.

Problem example. Materials in the clinics and reading room must be different from those in the regular classrooms. Project director must determine which of many possible materials to select to initiate the project.

Orientation Booklet should include Brochure and Factsheet from component 9.

- Evidence of success of originating project

[See Dissemination Review Panel, Form B]

- Cassette tape to accompany Project Director's Orientation Booklet, covering Tasks 1, 3, 4, 5, 7, and 8.

Task 1. The project director must have the authority in the district to resist poor teachers being assigned to the program. Bettye Spann keeps records on teachers not yet tenured and dismisses those who are not suitable. Tenured teachers who do not work out are transferred. School districts often try to find employment for tenured teachers by transferring them to special projects, but these teachers may lack experience or expertise in teaching remedial reading. The kind of excellent reading teachers needed by the project are not likely to be found in a surplus pool.

(Quote discussion of this issue by Parent Advisory Board Chairman)

Task 3. Specific strategies for dealing with school principals are described by the supervising clinician. There was a tremendous loss of materials and equipment until burglar alarms, monitored by the police department, were installed in every clinic.

Task 4. Strategies for establishing good community relations, described by supervising clinician.

Task 5. Stress the importance of training in the program. Quote Bettye Spann describing strategies for involving local institutes of higher education in in-service training. Intern teachers bring fresh ideas to the program and veteran teachers bring experience.

Task 7. Bettye Spann visits clinics and reading rooms without warning, reads and writes comments on children's folders, and in other ways shows that she is active in "quality control."

Task 8. Teachers are expected to work a great many extra hours correcting tests and preparing the clinics. Selecting committed people to teach is extremely important.

(Quote Bettye Spann on this subject)

Viewfoils

(1) Project Conquest Key Features

:: Goal	Improve reading skills for children 6 months to 2 years below grade level
:: Recurring annual costs	$468 per pupil
:: Student schedule	45 minutes daily, 4-1/2 days per week
:: Space requirement	Classroom with soundproof carrels

(2) Project Conquest Key Features

:: Equipment	Programmed readers, reading kits, games, teaching machines, appealing books
:: Parental roles	Parent Advisory Board Visit clinics
:: Staff	Project director, supervising clinicians, reading clinicians, aides, counselor
:: Instructional approach	Systematic skills development using a variety of materials and equipment
:: Evaluation	School-wide pre- and posttesting. 14-step diagnostic procedure for each child.

(3)	Project Conquest Project Information Package	Photograph or line drawing
(4)	Project Information Package	Planning components: 1. Starter Set: Planning 2. Project Management Directory 3. Project Management Displays 4. Staff Qualifications and Preparation Set
(5)	Project Information Package	Implementation components: 5. Starter Set: Implementation 6. Clinic Management Directory 7. Student Relationships Album 8. Professional Relationships Guide 9. Hardware/Software Packet

2. PROJECT MANAGEMENT DIRECTORY

Project Management Calendar

- Sequenced list of activities to be included in the calendar (by month)

April	Review "Starter Set: Planning" component of Project Information Package
	Establish contact with external evaluator*
	Initiate recruitment of staff
	Arrange a briefing meeting with all principals of participating schools
	Begin staff interviews
	Conduct group briefing meeting with principals; schedule individual meetings with principals; request that principals call teachers' briefing meeting on project*
	Hold individual meetings with principals and attend teachers' meeting at each school to brief regular school staff*
	Select and hire a supervising clinician
	Order diagnostic tests for student folders
May	With supervising clinician, survey materials, equipment, and furniture available in participating schools*
	Begin ordering instructional materials, study carrels, and other supplies for clinics
	Meet with the principals to share information
	Brief community advisory and parent groups regarding project*
	Arrange to obtain results of standardized tests if available in order to prepare lists of potential clinic participants*
	Establish contact with local college or university to arrange cooperation of in-service training for clinicians and with community college for aide training, if possible

* Indicates that a supplementary section in the Project Management Directory accompanies this calendar entry topic.

June	With supervising clinician, organize, if available, lists of potential clinic students in grades one through six, separated by school
	Check assigned space for clinics and plan for arrangement of furniture and materials*
	Arrange for consultants and publisher demonstrations for in-service training
	Coordinate evaluation plans with external evaluator
July	Prepare and reproduce forms for student folders
	Initiate preparation of student folders
	Review, with supervising clinician, all diagnostic test instruments used in the program
	Review Project Information Package implementation components
	Continue staff interviewing, selection, and hiring
August	Complete preparation of one clinic for pre-service training
	Work with external evaluator and complete other arrangements for pre-service sessions
September	Conduct pre-service training for staff
	Help to organize and meet with project Parent Advisory Board
	Interview applicants for staff positions as needed
	Visit participating schools on a regular basis
	Order materials needed at the clinics
	Discuss in-service training sessions with supervising clinicians weekly
	Distribute equipment to clinics and reading rooms*
	Distribute lists of potential clinic participants to laboratory teachers, if available
	Balance budget*
	Monitor progress of testing sequence*

* Indicates that a supplementary section in the Project Management Directory accompanies this calendar entry topic.

September (continued)	Negotiate with principals concerning clinicians' responsibilities for non-instructional assignments, and other matters which arise*
October	Coordinate project activities with chairman of project Parent Advisory Board
	Visit participating schools regularly
	Obtain student identification card of project participants from each clinic*
	Coordinate project activities with principals
	Monitor the administration of pretests for evaluation*
	Coordinate in-service meetings with supervising clinicians
	Interview applicants for new staff positions as needed
	Balance budget
	Organize meetings of participating children's parents
	Monitor progress of diagnostic testing and assure that it is completed by the end of this month*
	Insure that the instructional phase of the program is implemented for each student as he or she completed the testing phase*
November	Visit schools on a regular basis; inspect records, counsel staff, observe instruction, and check progress*
	Continue coordination with principals
	Monitor in-service training
	Interview applicants for new staff positions as needed
	Make budget adjustments as needed
	Continue coordination of project with Parent Advisory Board chairman

* Indicates that a supplementary section in the Project Management Directory accompanies this calendar entry topic.

November (continued)	Attend project Parent Advisory Board meeting
	Work with Parent Advisory Board to organize and support meetings of parents of participating children
	Attend Thanksgiving parties for children at clinics
December	In addition to regular November activities add, attend holiday celebration for children at clinics
January	In addition to regular November activities add, attend Martin Luther King Day activities at clinics
February	Same as regular November activities
March	Same as regular November activities
April	Same as regular November activities
May	Monitor administration of posttests
	Monitor collection of evaluation results
	Assure that clinicians begin completion of student folders
	Plan awards ceremonies with supervising clinicians
	Coordinate in-service meetings with supervising clinicians
	Interview applicants for new staff positions as needed
	Balance budget
	Coordinate project activities with principals
	Coordinate project activities with chairman of project Parent Advisory Board
	Visit participating schools regularly
June	Monitor completion of student folders
	Collect student folders from all clinics and reading rooms
	Check all student folders for completeness
	Check that reports to principals are completed

June (continued)	Monitor return of all equipment to project headquarters
	Attend awards ceremonies
	Coordinate in-service meetings with supervising clinicians
	Interview applicants for new staff positions as needed
	Balance budget
	Coordinate project activities with principals
	Coordinate project activities with chairman of Parent Advisory Board
	Visit participating schools regularly

Supplementary sections on major management tasks

- List of essential support documents to be included (grouped into sections), with each document keyed to the appropriate calendar item and with source of each document specified (project material, RMC written, etc.)

  (1) Principal's briefing sheet

  Sections on "Reading Clinics" and "Reading Rooms" from Project Conquest 1973-74 Final Report

  (2) Sample clinic floor plan

  Name and address of manufacturers of soundproof carrels (LAC will provide)

  (3) Briefing for homebase teachers

  Project Conquest memos*

  Referral to Reading Clinic or Special Reading Room (from Project)

  (4) Budgetary concerns

  Section on "Regular Budget" from Project Conquest 1973-74 Final Report (RMC will edit)

* LAC will obtain if available

(5) Identification of participants

Student Identification Card (from Project)

Project Conquest memos*

Sections on "Selection of Attendance Areas" and "Planning" from Project Conquest 1973-74 Final Report (LAC will edit)

(6) Evaluation

Data Collection Sheet (from Project) (RMC will revise)

(7) Supervising teaching and instruction

Sample Clinician's Schedule (from Project)

Project Conquest memos*

(8) Summer program

Project Conquest memos*

(9) Clinician evaluation

Sample Teacher Development Report (from Project)

(10) Operational control

Section on "Duties of Project Director" from Project Conquest 1973-74 Final Report

Project Conquest memos*

Sample Schedule of Classes (from Project)

Sample Clinic Schedule (from Project) (LAC will revise)

Sample Daily Record Sheet (from Project)

Teacher's Report to Principal (from Project)

(11) Parent involvement

Memo to parents (from Project)

Other Project Conquest memos*

* LAC will obtain if available

(12) Security arrangements in clinics

Project Conquest memos*

(13) Clinician and aide responsibilities in the school

Project Conquest memos*

(14) Holiday and awards ceremonies

Programs*

Letters home*

Project Conquest memos*

(15) Coordinating with supplementary staff

Nurse or Health Technician Report (from Project)

Project Conquest memos*

Section on "Nurses and Media Technician Responsibilities" from Project Conquest 1973-74 Final Report

(16) Dissemination

Section on "Dissemination" from Project Conquest 1973-74 Final Report

- Sample quotations to introduce supplementary sections

(1) "A lot of the children have not seen success. It takes patience, understanding, and all the love you can give a child." (Principal's briefing sheet)

(2) "They've seen failure in a classroom on 40, pushed in a corner so long, and when they come and get this personalized attention, one-to-one, it gives them a feeling that 'I <u>can</u> do something—I <u>do</u> belong'." (Briefing for home-base teachers)

(3) "Don't emphasize returning books—only encourage children to check them out." (Budgetary concerns)

(4) "You're playing with people's lives; I feel you should be dedicated." (Identification of participants)

* LAC will obtain if available

(5) "I'm here to do a job. I'm not here to like and love. I'm here to do something for these kids who can't read." (Evaluation)

(6) "I don't mind them telling me 'no' so I'll go ahead and ask them." (Supervising teaching and instruction)

(7) "You have to teach teachers everything—you can assume they know nothing." (Operational control)

(8) "You have to use every gimmick in the book. To get my parents out, I had chili suppers for them." (Parent involvement)

(9) "You have to say your prayers to make it." (Holiday and award ceremonies)

(10) "We have to be unified. We have to work together or the program is gone. You're not working for me and I'm not working for you. We're not here to like each other. We're here to do a job." (Coordinating with supplementary staff)

(11) "You have to praise the children for the least little thing. I don't care how minute it is. Tell him, 'You're doing a good job', and I think this is one reason why the children love to come to the clinic." (Dissemination)

3. PROJECT MANAGEMENT DISPLAYS

Major Management Tasks Chart

PLANNING PHASE

Prior to the closing of school in June:

- Orient principals and regular staff to project
- Establish contact with external evaluator
- Arrange for special testing or to obtain scores from tests already scheduled (for use in identification of student participants)
- Hire a supervising clinician and a clerk
- Arrange space allocation for in-service training and for clinics
- Survey equipment and materials in use and availability of furniture and supplies, if any

Prior to pre-service training and opening of school in September:

- Recruit, interview, and hire supervising clinicians, clinicians, aides, and clerks
- Oversee identification of potential Fall clinic students
- Obtain basic instructional materials and equipment, and diagnostic testing materials
- Obtain clinicians' supplies
- Schedule publishers' demonstrations for pre-service training
- Prepare clinic and materials for pre-service training
- Arrange for Fall pretesting in participating schools
- Arrange for nurses to provide health screening of children
- Conduct two weeks of pre-service training when school opens

IMPLEMENTATION PHASE

On-going during the school year:

- Coordinate weekly in-service training
- Coordinate pretesting for evaluation
- Monitor diagnostic testing and final selection of students
- Meet with Parent Advisory Board Chairman

Visit project schools frequently, monitor individualized instruction

Interview and hire new applicants as needed

Check student folders, attendance logs

Balance lab and project budgets monthly

Check availability of equipment; order as needed

Confer with project staff, regular school staff, and community representatives

Evaluate project staff and provide copies to staff members and Board of Education

Component Use Display

- For each component, specification of time used, purpose, and user

  (See specifications following)

- Description of chart format

  Component logos should be shown on the left of the chart and tasks listed separately for the project director, supervising clinician, and clinic staff.

Project Information Package Display

- Photograph or line drawing of Project Information Package
- Indication of the use of each component

COMPONENT	TASK	MONTHS	USER
1 STARTER SET: PLANNING	Orientation for:		
	. Project director	April	Project director
	. Community and parents	April-June; October	Project director
	. Project staff	September	Project director
	. Supervising clinician	April	Supervising clinician
2 PROJECT MANAGEMENT DIRECTORY	Management of project planning	April-August	Project director
	Management of project implementation	September-June	Project director
3 PROJECT MANAGEMENT DISPLAYS	Overview of time schedule and Project Information Package use	April-August	Project director
	Pre-service training preparation	June-September	Project director
	Charting progress of project	September-June	Project director
4 STAFF QUALIFICATIONS AND PREPARATION SET	Staff selection	May-August	Project director
	Select supervising clinician	April	Project director
	Self-evaluation and training	September	Clinic staff
	Plan pre-service training	June-August	Project director
	Conduct pre-service training	September	Project director
	Conduct in-service training	October-June	Supervising clinician

	COMPONENT	TASK	MONTHS	USER
5	STARTER SET: IMPLEMENTATION	Pre-service preparation and training	July-September	Project director
		Initiate testing	September	Clinic staff
		Set up clinics	September	Clinic staff
		Begin instruction	October	Clinic staff
6	CLINIC MANAGEMENT DIRECTORY	Pre-service training preparation	July	Project director
		Monitoring operation of clinics	September-July	Project director
		Pre-service training	September	Clinic staff
		Testing and selection of students	September	Clinic staff
		Operation of clinic	October-June	Clinic staff
7	STUDENT RELATIONSHIPS ALBUM	Preparation for pre-service training	July	Project director
		Preparation for teaching	September	Clinic staff
		Role analysis	October-June	Clinic staff
8	PROFESSIONAL RELATIONSHIPS GUIDE	Selection of supervising clinician	April	Project director
		Preparation for pre-service training	July	Project director
		Selection of clinic staff	April-September	Project director
		Coordinating project with school and district staff	April-August and September-June	Project director
		Preparation for working with school staff	September	Clinic staff
		Role analysis	October-June	Clinic staff

	COMPONENT	TASK	MONTHS	USER
9	HARDWARE/ SOFTWARE PACKET	Select and purchase instructional materials	May-September	Project director

4. STAFF QUALIFICATIONS AND PREPARATION SET

Staff Qualifications Checklist

- Brief narrative summary of qualifications

  No assumptions are made about specific qualifications for teaching reading in a clinic setting. Besides minimum educational requirement, project director assesses the attitudes of applicant teachers and aides. She assesses whether applicants are committed to staying with the project, have an attitude appropriate for working with disadvantaged children, and a willingness to accept supervision, and participate in in-service training.

- List of all qualification points to be included for each type of staff member

  (1) Supervising clinician

  (a) (After first year of operation) Must have one year experience in the program

  (b) Trained as reading specialist (e.g., certification or M.A.)

  (c) Capable of conducting in-service training at the clinic level

  (d) Capable of supervising other clinicians, aides, and clerks

  (e) Master teacher

  (f) Capable of preparing reports for home schools and project director

  (2) Clinician

  (a) Able to conduct diagnostic testing for appropriate level (primary, intermediate)

  (b) Familiar with how to use clinic instructional materials (programmed materials, games, etc.)

  (c) Relates well with disadvantaged students

  (d) Relates well with regular school staff

  (e) Relates well to members of clinic staff

(f) Tutors children

(g) Can prescribe appropriate materials based on diagnosed needs of children

(h) Able to effectively monitor children working with instructional materials in carrels

(i) Able to prepare and maintain student progress folders

(j) Monitors individual students' keeping of record folders (e.g., answer sheets, daily assignments)

(k) Willing to commit extra time and personal resources to project (correct tests until midnight, bring eggs to scramble for hungry children in summer program, build additions to clinic)

(3) Clinician aides

(a) Repeat (same as for teacher above) items a, b, c, e, g, i, j, and k

(b) Modify for aides items d and h

(c) Omit for aides item f

(4) Clerks

(a) Assist project director by performing clerical functions (e.g., typing, filing, etc.)

(b) Perform services for clinicians (e.g., preparing student folders, typing and duplicating instructional materials, notices to parents, etc.)

(5) Counselors

(a) Familiar with all clinic procedures

(b) Able to help children understand themselves, others, and their environment

(c) Able to use group guidance techniques and materials (e.g, to help children adjust to clinic placement, become aware of goals, etc.)

(d) Able to conduct diagnostic testing

(e) Able to perform consultation with school staff concerning student placement and problems

(f) Able to provide individual therapy for children with emotional problems

(g) Able to involve clinicians in group guidance activities (so teachers can help children)

In-service Training Topics

- Brief narrative description of training

  Friday afternoon is set aside each week for in-service training. The supervising clinicians phone the project director to discuss plans they have made for in-service activities at their clinic. The project director may have suggestions for topics, and visits during some of the sessions. Occasionally all the clinicians meet at a central location for a publisher's demonstration or talk by a consultant.

- List of specific training areas and materials to be included

  (1) Sample schedule for 2 months

  (2) Explanation of various activities, e.g, what clinicians do during workshops in their own schools, how handouts are found and used.

  (3) Sample topics:

  (a) Home visits for teachers and aides

  (b) Improving teaching, e.g., word attack skills

  (c) In-service is held on every materials, e.g., role playing, demonstrations

Project Director's Training Guide

- Procedures for project director to follow in preparing for and conducting pre-service sessions in September and for directing weekly in-service sessions

  (1) Sample schedule for 2 weeks

  (2) Description of procedures for role playing to learn test administration (presented first)

(3) List "core" materials to have publishers' demonstrations arranged. Explain "core" materials concept and define limits (they should use the same materials the original project used unless these are being used in the regular classrooms). Refer project director to Hardware/Software component for alternatives.

(4) Suggested strategies for finding consultants to speak on "the low achieving, poverty area child."

(5) Directions on preparing folders

(6) Description of project director's style in pre-service, e.g., demonstrations, pep talks

(7) Description of purpose of providing 7-3/4 x 5" spiral notebooks, pen, and pencil to each clinician

(8) Suggest strategies for arranging for college or university credit for clinicians and community college credit for aide training.

(9) Include materials to distribute, edited from Project Conquest

Nurses Handbook

- Brief narrative description of nursing support and how it relates to the project

Project Conquest and three other special projects at East St. Louis receive supplementary nursing support through outside funding. Nurses carry out extensive health screening and follow-up for project children. This Handbook is included as a variable feature of the Conquest model.

(1) Description of health services at Project Conquest (edited from year-end report 1972-73)

(2) Procedures booklet with sample referral forms

(a) Delineate responsibilities of project director, health coordinator, school nurses, health technicians, and aides.

(b) Describe schedule.

(c) Describe identification, referral, and follow-up health service procedures.

(d) Describe cases in which non-project personnel (or parent) may be called upon by the nurse to assist a project child, e.g., case worker, public health nurse, etc.

Counselor's Handbook

- Forms and instruments with instructions for their use

  (1) Trait information (for homebase teachers to use in special cases, before and after counseling intervention)

  (2) "What I like to do," children's interest inventory and profile folder (Science Research Associates; give description and references)

  (3) Project Conquest Referral Checklist

  (4) Pupil Personal Referral Form and Checklist

- Counseling material referenced and use

  (1) Dinkmeyer, D. Developing understanding of self and others (DUSO). Circle Pines, Minn.: American Guidance Services, Inc.

  For K-3 guidance. Kit contains Books 1 and 2, cassettes, posters, puppets.

  (2) Science Research Associates, Focus on self-development.

  For K-3 guidance. Level 1 - awareness. Level 2 - responding. Level 3 - involvement. Five filmstrips, cassettes, posters, artwork, games.

- Description of group guidance procedures

  (1) Group guidance in clinics

  (2) Training homebase teachers

  (3) Differences at primary and intermediate levels

  (4) Schedules

  (5) Activities

  (6) Teacher evaluation of group guidance (provide sample copies)

  (7) Description of several cases where individual therapy was helpful for project children (describe problems, play therapy, referral to other mental health agencies)

  (8) Description of consulting role with teachers

5. STARTER SET: IMPLEMENTATION

Clinic Starter Booklet

- Areas (testing, teaching, etc.) for which starter materials are needed

    (1) Screening

    (2) Referral and scheduling

    (3) Introducing the children to the program

    (4) Getting children (and teachers) through testing

    (5) Following the schedule for instructional activities

    (6) Setting up student activity folders

    (7) Use of soundproof carrels (e.g., microfiche reader is moved to carrel for use)

- For each area, a list of the materials, etc. to be included

    Each of these topics should be discussed in approximately half a page

Original Art File

- Specific items recommended for inclusion

    (1) Wooden boxes built to house student folders (teachers paid for this and one of their husbands did carpentry)

    (2) "Reading Bridges the Gap" (large silver arch at entrance of clinics). Suggest making local modifications

    (3) Peanuts posters from clinic at Bettye Spann's office

    (4) Other decorations or bulletin board ideas (slides or pictures with description of purpose)

6. CLINIC MANAGEMENT DIRECTORY

Clinician's Guide

- Brief overview indicating general content and defining format of guide

  The Clinician's Guide will have a calendar format with daily entries keyed to supplementary sections. Calendar entries delineate tasks for clinic staff. Supplementary sections describe strategies for completing tasks and helpful materials used at the original project.

- Supplementary sections

  (1) Student record folder materials and description of their use

  (2) Teaching at a level where children succeed

  (3) Teacher development reports (sample and use description)

  (4) Referral forms and summaries (sample and use description)

  (5) Use of Teacher Plan Book and Class Record Book

  (6) In-service training

  (7) Referral procedures

  (8) Scheduling students

  (9) Counselor visits

  (10) Health screening and follow-up

  (11) The Parent Advisory Board and home visits

  (12) The project director's role in the clinic

  (13) Prescribing and using materials and equipment

- Outline of reporting form content

  Summary of calendar entries for each month in checklist format for supervising clinicians' use.

7. STUDENT RELATIONSHIPS ALBUM

Album

- List of roles of staff members with associated behaviors which impinge on project children

  (1) The clinician is:

  (a) a diagnostician--administers a series of tests to determine children's specific learning and health needs

  (b) A prescriber and deliverer of instructional materials--selects and presents self-instructional (e.g., programmed, multi-media) materials to children in the carrel, based on their needs

  (c) An observer--watches children closely as they are engaged in learning activities; only six at a time for instruction

  (d) A tutor--intervenes in children's activities by providing information, asking questions, redirecting children's attention, etc.

  (e) An organizer--sequences activities for children, schedules their time of participation, prepares the learning environment

  (f) A progress monitor--prepares student folders to keep results of on-going skill testing, administers progress tests at appropriate intervals

  (g) A "mastery level" setter--assigns materials at a level where children experience success

  (h) A motivator--encourages every positive response, even those approximating desired behavior

  (i) A game coordinator--on Fridays, selects learning games for children to play

  (j) A sharer of the student's culture--understands children's speech, does not mistakenly "correct" Black dialect responses, is responsive to low achieving, poverty area children's needs

  (2) The aide is:

  (a) The following roles are the same as the clinician's:

An observer
A tutor
A progress monitor
A motivator
A game coordinator
A sharer of the student's culture

(b) A deliverer of instructional materials--presents materials to children working in carrels

(c) A test administrator--gives tests and scores them

(d) An organizer--prepares student folders, decorates clinic, keeps materials in order

(3) The counselor is:

(a) A listener--takes time to hear about children's concerns

(b) An interpreter--explains children's difficult behavior to homebase teachers

(c) A guide--helps children assess their interests and goals

(d) An entertainer--uses puppets, posters, filmstrips, and cassettes in presentations

(e) A questioner--asks children how they feel, how they want to respond, what they want to become

(f) A therapist--sees some children individually

- List of student roles (responses) relating to learning content and motivation

(1) The student is:

(a) A successful reader--reads programmed materials, books, charts, microfiches, slides, filmstrip captions, and signs--all at a level where he can succeed

(b) An active listener--listens to cassette tapes, films, other students, clinicians, and teaching machines--many of these require immediate responses

(c) A record keeper--helps fill in progress records in own folder

(d) A responsive tutee--answers questions asked by the clinician

(e) A busy worker--actively engaged in carefully selected and structured learning activities--not frustrated or bored--there are few pauses between activities

(f) A game player--participates in learning games on Fridays

(g) A test taker--spends several hours taking placement tests at the beginning of the year and continues throughout the year taking progress tests

8. PROFESSIONAL RELATIONSHIPS GUIDE

Guide Booklet

- List of role descriptions for personnel associated with the project

  (1) The project director is:

  (a) A monitor of diagnostic testing

  (b) An organizer

  (c) An instructional leader

  (d) A trainer

  (e) A coordinator

  (f) An intermediary

  (g) A supervisor

  (h) A model of commitment

  (i) A public relations person

  (j) A children's advocate

  (k) An in-service training coordinator

  (l) An evaluator

  (2) The supervising clinician is:

  (a) An in-service training planner

  (b) A substitute teacher

  (c) A demonstrator of techniques

  (d) An organizer

  (e) A clinic manager

  (3) The clinician is:

  (a) A consultant

  (b) A coordinator

(c) A communicator

(d) A guide

(4) The aide is:

(a) A clinic helper

(b) An organizer

(5) The clerk is:

(a) A project director's assistant

(b) A record keeper

(c) An organizer

(d) An information coordinator

(e) A clinician's assistant

(6) The counselor is:

(a) A trainer

(b) An intermediary

(c) A consultant

(d) A referral source

(7) The nurse is:

(a) A referral source

(b) A health resource person

(8) The principal is:

(a) A coordinator

(b) A decision maker

(c) A mediator

(9) The homebase teacher is:

(a) A referral source

(b) An information sharer

(c) A teaching partner

- Matrix with a row and column for each type of person associated with the project. "Xs" indicate cells where case studies from the project should be presented

Matrix is shown on the following page

CASE STUDY MATRIX

	Project Director	Supervising Clinician	Clinicians	Aide	Counselor	Nursing Staff	Principal	Homebase Teacher	Community Support Personnel (Case worker, etc.)
Project Director		X	X		X		X		
Supervising Clinician	X		X				X		
Clinicians	X	X	X	X	X	X			
Aide			X						
Counselor	X		X					X	X
Nursing Staff			X						X
Principal	X	X							
Homebase Teacher			X		X				
Community Support Personnel (Case worker, etc.)					X	X			

9. HARDWARE/SOFTWARE PACKET

Factsheets and manufacturers' brochures for core items

- List of core instructional materials and equipment (i.e., those which the replicating project should purchase

  (1) For reading rooms (grades 1-3):

  (a) Auto-Vance Study Mate (Singer)

  (b) Bowmar Primary Reading Series (Bowmar)

  (c) Read, Study, Think (My Weekly Reader)

  (d) Reading Thinking Skills (Continental Press)

  (2) For reading clinics (grades 4-6):

  (a) Checkered Flag Series (Learning Through Seeing, Inc.)

  (b) Fan Kissen Series

  (c) McCall-Crabbs Standard Lessons in Reading (Teacher's College Press)

  (d) Pleasure Reading Library (Scholastic Book Services)

  (e) Skyline Series

  (f) Sullivan Basal Reading Program

  (g) Tizz Books (Children's Press)

  (h) Using the Context, Locating the Answer, Getting the Facts (Barnell-Loft, Ltd.)

  (3) For both reading rooms and clinics (grades 1-6):

  (a) Black Studies (McGraw-Hill, Globe Book Co., Continental Press, Inc., Society for Visual Education, Inc., Scholastic Book Services)

  (b) Cassette tape recorder

  (c) Conquests in Reading (Webster, McGraw-Hill)

  (d) Controlled Reader (Reed Audio Visual Co.)

  (e) Cowboy Sam Series (Benefic Press)

(f) Dolch Vocabulary

(g) Dr. Seuss Books (Random House School & Library Services)

(h) Graflex Audio Studymate (Society for Visual Education)

(i) Library books

(j) Listening Kits

(k) Phonic Skilltext (Charles E. Merrill)

(l) Phonovisual Wall Chart (Phonovisual Products, Inc.)

(m) Primary dictionaries

(n) Record player

(o) SRA Reading Laboratory (Science Research Assoc.)

(p) System 80 (Borg-Warner Educational Systems)

(q) Tachistoscope (Learning Through Seeing, Inc.)

(r) Webster Classroom Reading Clinic (McGraw-Hill)

Supplementary materials list with publishers' addresses

- Reference to requisitions, card file, or other source of materials used in the project

  Refer to project requisitions, clinic schedules, and Instructional Materials Booklet Case Illustrations for lists of materials used in the project.

- Indication of approximate number of items to include in list

  100

REFERENCES

Tallmadge, G. K., & Horst, D. P. A procedural guide for validating achievement gains in educational projects. Los Altos, Calif.: RMC Research Corporation, May 1974. (Technical Report No. UR-240)